

FOCUS ... On Human Services & Resources

**A Newsletter for Family & Consumer Sciences Teachers and
others interested in Human Services & Resources**

JEWELS OR TINWARE

In the book *Mark Twain, A Biography*, he is quoted as saying, "It is from experiences such as mine that we get our education of life. We string them into jewels or into tinware, as we may choose."

We could say the same thing about change. We can decide to string the changes into jewels or tinware. During the past few months our staff has been working to make jewels related to the Nebraska Career Fields and Clusters Model. At the NCE Conference in June, participants received a brochure that introduces the reader to the concept, the model, and beginning steps related to what the model might look like in schools. I also distributed a copy during the fall ESU workshops. As schools begin to think about updating their curriculum to reflect the model, this brochure has been used with entire school staffs, administrators, school board members and community leaders. Please let us know if you have a need for additional copies.

So what has been happening since last spring? We are in the process of developing materials related to each career cluster that will eventually be available on our webpages. Draft copies are being field tested as part of the Nebraska Career Management System. A special thank you to those of you who attended the fall workshops during which you reviewed some of the materials. . . you are jewels! We are also revising Plans of Study for each cluster that can be adapted by schools to reflect the curriculum offerings in the local district. One of the biggest remaining projects will be to determine new course titles/descriptions and clearing endorsements. Right now my thinking is fuzzy at best; more like tarnished tinware, but once we get started I will choose to "string" that document into jewels as well.

If you have not already found them, in the Human Services and Resources Standards section of my webpage are four Powerpoints—one for each of the four clusters in the Human Services and Resources career field. They are designed to provide an introduction to each of the career fields through a description of each field and then, on a career cluster level, highlighting the types of career specialties (jobs) within that cluster. Please let me know what additional resources you would like to see developed.

Make plans now to attend the NCE Conference this June in Kearney. You will find some preliminary information in this newsletter; complete registration information will be available the first of March on the NCE website. The FCS/HSR sessions are a combination of speakers, work sessions, and of course—the Showcase session. These sessions promise to be jewels, especially the Wear your Art session (literally).

Another professional development jewel this spring is the NAFCS conference in Omaha. Again preliminary information is in this newsletter. Two FCS Omaha area teachers, Naomi Warner and Carla Robinson, have served as co-chairs of this conference and have planned a conference focused on health issues and practices.

And, finally, another professional development jewel is the Region V ACTE meeting that will be held in Omaha April 26-29. Aaron Davis is the keynoter and participants will have the opportunity to visit Omaha-area classrooms that showcase many of the career clusters. Want information? www.acteonline.org/about/regions/regV_conference.cfm

May you use all of the experiences you have to lengthen your string of jewels.

Shirley Baum, Specialist - Human Services and Resources
Director— Family and Consumer Sciences

Inside this Edition. . .

Calendar of Events.....	2
NDE Family & Consumer Sciences Staff	2
NCE Conference	3-4
NAFCS Annual Meeting	5
Law, Public Safety & Security	6
Government & Public Administration	7
Food & Beverage Services	8
Education & Training.....	9
Family & Consumer Sciences	10
ACTE Highlights	11
Work and Life Issues.....	12

Human Services & Resources Family & Consumer Sciences Staff

Shirley Baum, Director

Phone 402-471-4813
E-mail shirley.baum@nde.ne.gov

Jan Brandt, FCCLA State Adviser

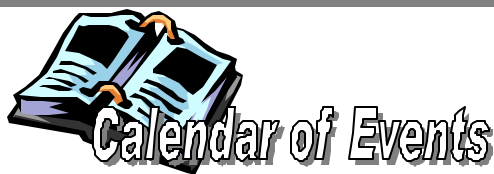
Phone 402-471-4813
E-mail jan.brandt@nde.ne.gov

Tara Hild, Professional Assistant

Phone 402-471-4815
E-mail tara.hild@nde.ne.gov

Department FAX: 402-471-0117

SECTION WEBPAGE: <http://www.nde.state.ne.us/FCS/FCS.html>



FEBRUARY

5-7 FCCLA Leadership Team Meetings
6 FCSTN Legislative Workshop

MARCH

24-25 NAFCS Annual Meeting, Omaha
31-Apr. 1 ProStart Culinary Competition

APRIL

10-11 FCCLA State Leadership Conference, Lincoln
26-29 ACTE Region 5 Meeting, Omaha

JUNE

5-8 Nebraska Career Education Conference, Kearney

JULY

9-13 FCCLA National Leadership Meeting, Nashville TN

This newsletter is funded by the Carl D. Perkins Vocational and Applied Technology Education Act,
Grant #VO49A1002700, with the State of Nebraska.

Products mentioned in this newsletter are not necessarily endorsed
or recommended by the Nebraska Department of Education;

**Nebraska Career Education Conference
Human Services & Resources – Family & Consumer Sciences**

Monday, June 5 – Workshop Day

*By March 1, see <http://www.nceconference.com/> for description
of all workshops being offered*

- 8:30 – 4:30 Registration
- 9:30-4:00 Workshops of Special Interest to FCS Teachers:
1. Teen Parents and the Law—Doris Huffman
(will be used as basis for HSR Introductory course)
 2. The Foundation of Cuisine: Stocks, Soups and Sauces—Tina Powers
 3. Exploring Mathematics through Contextual Learning—Math Cadre
- 12:00-4:30
1. Good Nutrition for Teens—Alice Henneman and Amy Peterson
 2. Introduction to Floral Design—David Lambe
 3. Teaching with Pizzazz—Sheila Kepler
 4. Virtual Economics—John LeFeber and Tammie Fischer
- 7:00 – 9:00 **First Year FCS Teacher Workshop**—The culminating activity for the teachers, mentors and staff involved in the 2005-06 program for new and returning family & consumer sciences teachers.

Tuesday, June 6 – General Sessions Day

*By March 1, see <http://www.nceconference.com/> for description
of all workshops being offered*

- 7:00 – 9:00 **FCSTN Executive Board Meeting**—The Final meeting of the 2005-06 FCSTN Executive Board will be followed by assembling materials for the membership packets.

Wednesday, June 7—Discipline Day

All FCS/HSR Sessions held at Holiday Inn

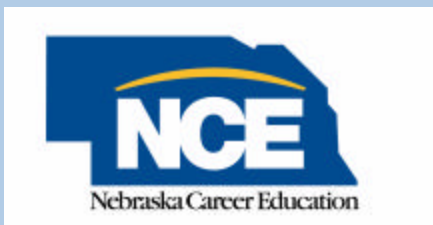
- 8:30 – 9:00 **FCS/HSR Opening Session** (Shirley Baum, NDE and FCSTN Officers)
- 9:00–10:00 & **Teaching Smarter – A Deeper Look**
- 10:15 – 11:30 Presenter: Sandy LaBelle, Washington
- Are you feeling stressed? Is the paperwork never-ending? You will learn over twenty ideas you can take directly back to your classrooms to promote higher level thinking skills, reduce your stress, reduce behavior problems and increase student responsibility. Sandy will use the overhead, stories, video experiences and demonstrations to illustrate the concepts from her book, *Teaching Smarter II*. Book signing after the session.
- 1:00 – 4:30 **HSR/FCS Curriculum Workshop**
- Facilitators: Shirley Baum, NDE; Julie Johnson, UN-L; Pam Wright, Norfolk Jr. High
- Following an update on progress made in implementing the Human Services and Resources Career Field, participants will select one of three breakout sessions in which to participate for the rest of the afternoon:
- (1) Middle School Curriculum
 - (2) HSR Introductory Course
 - (3) Senior Level “Skills for Life” course
- Come prepared to think “out of the box” and engage your critical and creative thinking skills.
- 4:30 – 5:30 **FCSTN Business Meeting**, Diane Araujo presiding
- 6:00 – 9:00 **FCS Banquet/Dessert Reception** – purchase meal ticket

(continued on next page)

**Nebraska Career Education Conference
Human Services & Resources – Family & Consumer Sciences
(Continued)**

Thursday, June 8—Discipline Day

- 7:15 – 8:15 **FCSTN Executive Board Meeting,** (Denise Haag presiding)
A joint meeting of the 2005-06 and 2006-07 FCSTN Executive Boards.
- 8:30 – 9:00 **Yesterday and Tomorrow**
Brief reports concerning the work completed during the workshops yesterday afternoon and a brief introduction to the work that lies ahead.
- 9:00-10:00 **What is This Thing Called CDA?**
Presenters: Penny Gildea, ESU #3; Suzanne Myers, Gering; Robin Spoeneman, Walthill
Basic information about the Child Development Associate program will be shared; two teachers will describe how they have put it into action within their schools.
- 10:15 – 11:30 **Wear Your Art – How It All Came to Be**
Presenter: Jenny Raymond, Gothenburg
Join Jenny as she shares how thirty years of dressmaking turned into an international business of designing, speaking and teaching while enjoying a fashion show of her one-of-a-kind garments.
- 11:30-1:00 **FCS Luncheon** (followed by FCSTN District Meetings; Denise Haag presiding)
- 1:00 – 4:30 **FCS Roundtable Carousel**
Participants will select six topics to attend from about twenty options. A detailed description of each option will be available at the session. The FCSTN Bucket Auction and altruistic project will be conducted during this session. Confirmed presentations include:
1. CDA: A follow-up Session
 2. Hidden Leadership Opportunities
 3. Lead the Way
 4. Making Sense of Classroom Chaos
 5. Computer Fashion Design
 6. Engaging High-Risk Youth
 7. Community “Health Trip”
 8. Team Building Strategies
 9. “Market” your FCS Classes!
 10. Methamphetamine—One of Nebraska’s Greatest Challenges
 11. Newborn Screening
 12. Child Development Projects
 13. USDA’s MyPyramid for Kids
 14. Portion Distortion



Hotel Conference Rates:

	1 person	2-4 persons
Holiday Inn	\$66	\$71
Hampton Inn	\$69	\$74
Wingate Inn	\$69	\$74
Ramada Inn	\$57	\$62



‘HERE’S TO YOUR HEALTH: PERSPECTIVES ON HEALTH ISSUES’

The Nebraska Association of Family and Consumer Sciences (NAFCS) is holding their annual meeting on March 24-25 in Omaha at the Fort Omaha Campus of Metro Community College. NAFCS is the “umbrella” professional organization involving FCS professionals from across the spectrum of employment (teachers, business, extension, etc.) . This conference “Here’s to Your Health: Perspectives on Health Issues” is OPEN to everyone, regardless of membership status, at the same registration fee.

Friday, March 24

In the afternoon (1:00-4:00) three different tours are offered: the Ronald McDonald House, the Healing Arts Garden and Children’s Hospital (both a part of the Methodist Hospital complex) A reception (5:00-6:00) and awards dinner (6:30-8:00), prepared by the Culinary Arts students, will be held that evening.

Saturday, March 25

Registration will begin at 8:00. The program begins at 8:30. The entire day will be spent focusing on health issues from a variety of perspectives. Registrants will receive a copy of the publication “Examining Health Care: What’s the Public’s Prescription?”

Speakers are:

Ken Klassmeyer, Vice President of Methodist Health Systems

Loraine Crane, Registered Nurse

Amy Schmidt, Registered Dietician (luncheon speaker)

Dr. Jennifer White, University of Nebraska-Omaha

In the afternoon some time will be spent at “therapy stations” such as massage therapy, yoga, esthetics and meditation. The day ends at 4:00.

Early Bird registration is \$75 (postmarked before March 10); regular registration is \$95. That cost includes the Friday reception & dinner and the Saturday luncheon. Mailing labels for FCS teachers have been provided to the Association so many of you will receive a registration packet. If , after February 10, you do not receive a packet and would like to attend, please contact Shirley Baum at:

shirley.baum@nde.ne.gov

DEVELOPER AWARD & ACE AWARD

The applications for these two awards are located on the webpage. Click on Teacher Recognition to access either of these applications.

- The Developer Award is available to any Nebraska FCS professional.
- The ACE award is available to any Nebraska FCCLA Adviser.



TEENS AND TECHNOLOGY

According to Roger Entner, a technology analyst in England, 190 million people have a cell phone. Youth are leading the way as our nation transitions to a fully wired and mobile society. Teens who remain offline are clearly defined by lower levels of income and limited access to technology.

The July 2005 Pew Internet & American Life Project report entitled, *Teens and Technology*, contains the following data:

- 87% of American teens (12-17) use the internet
Of the users:
 - 51% go online daily
 - 81% play games online
 - 76% get news online
 - 43% had made purchases online
 - 31% get health information.
 - 75% of online teens use instant messaging
- 45% of the teens own a cell phone and 33% have used a cell phone to send a text message.

About one in five (21%) online teens has sent a message to someone that they meant to be private, but it was forwarded to others. Sometimes that breach of confidentiality can result in a negative outcome. Thus a whole new area of technology security has emerged. Here are some resources related to the laws, security and safety issues surrounding teens and technology.

FEDERAL TRADE COMMISSION

The FTC is the agency that handles consumer fraud, advertising, & data-collection issues in the United States. It handles these cases both online & off-line & is one of the most expert Internet regulatory agencies. Cyberscams & fraud can be reported to the FTC at their web site, www.ftc.gov, by filling out the electronic complaint form.

CYBER LAW ENFORCEMENT ORGANIZATION

<http://www.cyberlawenforcement.org/>

This organization is a network of law enforcement officers, who specialize in cybercrime investigation, training other law enforcement officers and who assist cybercrime victims online. Their tipline handles child pornography, cyberstalking and missing children tips, as well as tips for cyberscams and fraud online.

CYBERBULLYING

<http://newsletter.tolerance.org/cgi-bin4/DM/y/etRL0FN52O0Ekk0D7L60EV>

A look at the issue of high-tech bullying. Includes tips for parents and lesson plans for educators.

WIRED SAFETY

<http://www.wiredsafety.org>

WiredSafety provides help, information and education to Internet and mobile device users of all ages. They handle cases of cyberabuse ranging from identity and credential theft, online fraud and cyberstalking, to hacking and malicious code attacks.



THE FEDERAL RESERVE BOARD

Governmental involvement with monetary policy and the monetary system can be traced back to the Civil War. The National Banking Act of 1863 provided for nationally chartered banks. The Federal Reserve Act was signed into law in 1913 and initially created a decentralized central bank balanced by private banks. A major consumer-related action taken by the Board, in response to the great depression was the establishment, in 1933, of the Federal Deposit Insurance Corporation. If you have followed recent news, you know that Alan Greenspan, the second-longest serving Chairman of the Federal Reserve Board, has stepped down and was replaced by Ben Bernanke.

So how is the Federal Reserve Board structured? What do they do? And why is it important for citizens to follow their actions?

The Federal Reserve Board is the governmental agency that oversees monetary policy in our nation. The Board of Governors of the Federal Reserve Board consists of seven persons who serve fourteen year terms; the Chair serves for four years but can be reappointed. All of them are presidential appointments and subject to confirmation by the Senate. There is a network of twelve Federal Reserve Banks (with 25 branches) that serve the banks, the U.S. Treasury and, ultimately, the public.

Major responsibilities of the Board are to guide monetary policy action, analyze domestic and international economic conditions and study banking and commerce issues. They supervise the financial industry, administer consumer protection regulations and oversee the nations payment system. In short, the actions of the Board influence the nations supply of money and credit. . .and that greatly impacts consumers as they secure housing mortgages, use their credit cards and make other personal financial decisions. Because of our increasingly intertwined global economy, the Chair of the Federal Reserve is one of the most influential people in the world.

For more information: <http://www.federalreserve.gov/>
<http://www.federalreserveeducation.org/FRED/>

A bit about Alan Greenspan. . .

- During the 18 years Greenspan was Chair, he presided over the longest economic expansion in U.S. history. During that time there were two mild recessions; one beginning with the stock market crash on October 19, 1987 (Black Monday) and then again in March, 2001 after the longest expansion on record of 120 months.
- President Reagan first named Greenspan as Chair. Every president since has re-nominated him to the position; the latest occurring on May 18, 2004 when President Bush nominated him for a fifth term.

Challenges for Ben Bernanke. . .

- Interest Rates—Short-term interest rates have been raised fourteen times since the middle of 2004. Bernanke is a longtime champion of “inflation targeting”, which means that the Fed would set an explicit goal for future inflation thereby making changes in interest rates more predictable.
- Housing—Rising mortgage rates have impacted the housing market. Most economists expect home prices to flatten or decline modestly. Will he intervene or let the market take its course?
- Energy Prices—Global energy supplies remain tight and a significant disruption could send prices skyrocketing and deal a major setback to the economy of the U.S. and the world.
- The Financial Industry—Deregulation has meant increased mergers and acquisitions in the industry. Is that good or will that potentially lead to some type of financial crisis.



FOOD ALLERGEN LABELING AND CONSUMER PROTECTION ACT OF 2004

- Approximately 2% of adults and 5% of infants and young children in the US suffer from food allergies. (about 11 million people)
- Each year about 30,000 persons require emergency room treatment and 150 persons die due to allergic reactions to food.
- Eight major foods/food groups account for 90% of food allergies. They are:
 1. Milk
 2. Eggs
 3. Fish (i.e. bass, flounder or cod)
 4. Shellfish (i.e. crab, lobster or shrimp)
 5. Tree nuts (i.e. almonds, pecans or walnuts)
 6. Peanuts
 7. Wheat
 8. Soybeans
- The number of recalls because of unlabeled allergens rose to 121 in 2000 from about 35 a decade earlier.
- A 1999 FDA study in Minnesota and Wisconsin revealed that one-fourth of the baked goods, ice cream and candy sampled failed to list peanuts or eggs as ingredients

In the fall of 2004, the FALCPA (Title II of P.L. 108-282) was signed that provides clear, consistent and reliable ingredient label information. The new labeling bill ensures that all allergens are disclosed and the ingredient terms are understandable to the average consumer. The bill became effective on January 1, 2006. Foods manufactured after January 2006 must be compliant with FALCPA regulations.

This legislation requires food manufacturers to identify, in plain, common language, the presence of any of the eight major food allergens. It also requires food labels to indicate the presence of major food allergens used in spices, flavoring, additives and colorings; they had previously been exempt from allergen labeling. The common name of a food must be used. For example, if albumin is an ingredient, the label must also say egg.

Built into the legislation is the requirement that within two years of enactment, a proposed rule be released to define and permit use of the term “gluten-free” on the labeling of foods, with a final rule due in four years (2010).

“This is an historic piece of legislation for the millions of Americans with food allergies. After 13 years of working collaboratively with the food industry, medical community and members of Congress, we are assured what is on the label is in the package,” said Anne Muñoz-Furlong of the Food Allergy & Anaphylaxis Network. She continues, “This legislation takes the guesswork out of all the different scientific references for simple names like milk and egg.”

Sources: <http://www.cfsan.fda.gov/~dms/alrgact.html>
http://www.foodallergy.org/press_releases/falcpasign.html
Lincoln Journal Star, December 21, 2005 and January 6, 2006

**CHILDREN AND POVERTY**

<<http://newsletter.tolerance.org/cgi-bin4/DM/y/etRL0FN52O0Ekk0D7L80EX>>

Experienced teachers offer successful formulas for teaching children of poverty.

CAN WE MAKE BOYS AND GIRLS ALIKE?

http://www.city-journal.org/html/15_2_boys_girls.html

This article by Stanley Kurtz provides several views on the relationship between gender and success varying from those based in biological differences as well as those based in social/cultural theories.

WHAT ARE THE ODDS?

Note these responses to a question posed to Ken Hambleton of the Lincoln Journal-Star about the odds of making it past high school sports to college and the pros.

- About 2.9% of boys and 3.1% of girls will go from high school to play college basketball. About 0.03% of those high school players will make it to the pros.
- About 5.8% of high school boys will play college ball and about 2% of those players will get drafted. About 0.09% of high school football players make it to the NFL.
- Major League Baseball gets about .5% of the high school players and 0.08% of the boys playing high school soccer will make it to the pros.

TEENS, SLEEP NEEDS AND SCHOOL

Brown University Professor Mary Carskadon led a team of researchers who helped prove that, biologically, teens are out of it early in the morning. Sleep deprivation can affect mood, performance, attention, learning, behavior and biological functions according to Stephen Sheldon from Northwestern University and Children's Memorial Hospital in Chicago. Teenagers have long complained about the early start times of school. The Edina, Minnesota school system changed its start time from 7:25 to 8:30 for about 3,000 students. With the later start time teens were less depressed, student grades have risen slightly (but not significantly), employers did not have big problems with students getting out of school later, and even though sports practices were shortened, teams played just as competitively as before. In this article from the Washington Post (January 9, 2006), Carskadon says that there is not a magic time to start school, but closer to 8:00 is better than 7:00; 8:30

LINK BETWEEN BABIES SIGHT AND LANGUAGE DEVELOPMENT

Michelle Trudeau was the guest on the December 8 National Public Radio program called Morning Edition; I quickly parked on a side street and began to take notes. She spoke about the relationship between a baby's early eye contact and later language development, based primarily on the work of University of Washington researchers, Andrew Meltzoff and Rochelle Brooks (primary researcher).

The researchers studied a group of infants beginning at nine months. To begin with she would make eye contact with the baby and immediately look at a toy at the end of the table. At nine months, most children would follow her head motion and look at the toy, but there was no vocalization. The study continued until the babies began vocalizing. Previous studies had linked vocalization to language development. The conclusion drawn from this study indicates that ten-month old babies who vocalized understood twice as many words at 18 months as the babies who did not vocalize. Reference was made to a study by Peter Monday from the University of Miami who coined the phrase "joint attention" to describe the relationship between a baby's gaze, vocalization and language development.



Is the Family Coming Back?

http://www.city-journal.org/html/11_3_sndgs07.html

The author, Kay S. Hymowitz, contends that the 2000 census data suggests that the family is coming back, but ends the article with statistics that might mean it is a short-lived trend.

Key Ingredients: America by Food

This Smithsonian Institution's traveling exhibit explores regional traditions and international influences. It is on exhibit at El Museo Latino, 4701 South 25th in Omaha until March 18, 2006. An on-line educational companion is found at <http://www.keyingredients.org/>.

On that website is a history of American foods, broken down by a timeline as well as by regions. There are lesson plans that could be used in conjunction with a visit to the exhibit.

A testimonial from Pat Madsen:

This is a GREAT exhibit--we had it at our local museum in November--definitely something fun to see! Brings back lots of memories!!! The website has tons of classroom activities you can do to go along with the exhibit for those of you close enough to Omaha! Take advantage of the opportunity and go!!!

Ten Benefits of Frequent Family Dinners

According to research published by the National Center on Addiction and Substance Abuse (CASA) at Columbia University, the more often children and teens eat dinner with their families, the less likely they are to smoke, drink and use drugs. They:

- Are at half the risk for substance abuse compared to teens who dine with their families infrequently.
- Are less likely to have friends or classmates who use illicit drugs or abuse prescription drugs.
- Have lower levels of tension and stress at home.
- Are more likely to say that their parents are proud of them.
- Are likelier to say they can confide in their parents.
- Are likelier to get better grades at school.
- Are more likely to be emotionally content and have positive peer relationships.
- Have healthier eating habits.
- Are at lower risk for thoughts of suicide.
- Are less likely to try marijuana or have friends who use marijuana.



Source: <http://66.135.34.236/absolutenm/templates/PressReleases.asp?articleid=404&zoneid=56>

HEALTH STATISTICS

The Kaiser Family Foundation offers the latest state-by-state data and analysis on many health policy issues including smoking, obesity, cancer, HIV/AIDS and heart disease and stroke. One can easily compare Nebraska data to data from other states or the nation as a whole.

Web Address:

<http://statehealthfacts.org/cgi-bin/healthfacts.cgi>

Several Nebraska Teachers attended the ACTE conference, held this past December in Kansas City. Among them was Denise Haag, President-elect of FCSTN, who shared these summaries.

Tom Vander Ark, Executive director for the Bill & Melinda Gates Foundation education initiatives, presented these ideas:

There has been a convergence of two ideas— (1) College graduates should be employable; they need to have a career plan (that includes career exploration) and (2) High school students who are not college bound are ready to start family wage employment or are ready to continue learning at a community or 2 yr. college.

General education is coming to realize what career and technical educators have known for a long time: The three R's that should be stressed in high school are: Rigor, Relevance & Relationships (we all need good support systems)

There are three main reasons for high school drop outs: (1) History of low expectations, (2) Boredom and (3) Anonymity—who knows or care about me?

Career and Technical education should be the model for all education because it motivates achievement, encourages motivation & perseverance, and improves preparation. Some high schools are incorporating STEM Academics (Science, Technology, Engineering, Medicine) where students attend school four days and have one work study day

Questions Career and Technical Educators should be asking to look to the future:

1. What can we learn from others? (job preparation)
2. How do we prepare more kids? (entrepreneurship opportunities)
3. How do we strengthen Tech-Prep? (dual enrollment options)
4. How do we make sure urban areas have a good STEM school? (applied learning is very important!!)
5. How do we combine emerging content with the role of a great teacher & the possibility of applied learning? (all young people should encounter adults that they see themselves becoming)

The closing general session speaker was **Mary Feeley**, who shared that many adults are suffering from HDD – Humor Deficit Disorder. She said that workers would have 20% more productivity by adding humor to their day! Mary then described, in a humorous way, the three personality types we all encounter at work:

“People-People” - They feel other people's emotions.

These are the people that seem to sense when others have problems

They are quick to help and respond to other's problems

They are the “care-takers” on the staff, and are always doing nice things for others

“Detail-People” – They are the ones asking who, what, when, why, and how, even though it is none of their business.

They always ask a lot of questions

Become the watch-keepers of the organization (or workplace)

“Action-People” – They walk and talk at the same time

These people usually never smile, they very seldom give complements

They become the “doers and the shakers”

They have two emotions – rage and calm

As she described these three types of people – I instantly thought of colleagues in my own school that fit one of these three types perfectly. I'm sure you can, too. We do need to realize that, to make any workplace successful, we need all three of these personality types to accomplish our goals and make our workplace successful and interesting at the same time!

VIDEO CLIPS—A TEACHING RESOURCE

On the PBS website, there are several video clips from full-length videos that are available for purchase that can be used as the basis for class discussions related to work and life issues. There is an “Introduction to Work and Family” videoclip followed by a series of eight case studies.

- 1—The Crisis Between the Ideal Worker and Ideal Parent
- 2—Job-sharing Success at Hewlett Packard
- 3—Stress: A Reality of Today’s Workplace
- 4—Rearranging Work to Care for Kids
- 5—Getting Help from the Family and Medical Leave Act
- 6—Marriott’s Innovative Hotline Helps Employees
- 7—A Union Victory Provides Child Care Help
- 8—Challenge From the Experts

To access: www.pbs.org/workfamily/clip.html

**BOOKS RELATED TO PUBLIC
POLICY AND SOCIAL CHANGE**

Braun Levine, Suzanne. *Father Courage: What Happens When Men Put Family First.* (2000)

Crittenden, Ann. *The Price of Motherhood: Why the Most Important Job in the World is Still the Least Valued.* (2002)

Heymann, Jody. *The Widening Gap: What America’s Working Families are in Jeopardy—And What Can Be Done About It.* (2001)

Peters, Joan K. *Not Your Mothers Life: Changing the Rules of Work, Love and Family.* (2001)

Williams, Joan. *Unbending Gender: Why Work and Family Conflict and What To Do About It.* (2000)

INSIGHTS ABOUT OLDER WORKERS

The following data is a sampling of information taken from the 2002 National Study of the Changing Workforce and reported in *Context Matters: Insights about Older Workers from the National Study of the Changing Workforce*. Older workers are defined as workers 50 year old and older.

- 17% of the older workers are self-employed independents as compared to 12% of the younger workers.
- 9% of the older workers are small business owners compared to 5% of the younger workers.

Among older workers:

- Women comprise 54% of wage and salaried workers; 37% small business owners and 27% are self-employed independents.
- Minorities comprise 17% of wage and salaried workers; 8% self-employed and 11% small business owners.
- 54% of the small business owners have four-year college degrees compared to 32% of wage and salaried employed and 39% of self-employed independents.